

GRADE ONE

Here and Across the World

Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and across the world.

1-1.2 Summarize ways in which people are both alike and different from one another in different regions of the United States and the world, including their culture, language, and jobs.

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous/future knowledge: This is the students' first introduction to world cultures. In second grade (2-2.5) students will enhance this knowledge when they compare the history and features of their local community with those of different communities around the world.

It is essential for students to know different characteristics of regions of the United States such as the North, East, West and South. Students should realize that jobs in each region of the United States, as well as the world, are often related to geography and related issues of weather. Thus, regions with access to good soil, ocean access, river access, appropriate rainfall, and other characteristics will have industries and jobs related to these strengths. Students should understand that English is the main language of the United States although other languages, such as Spanish and French or dialects such as Gullah, may be spoken in some regions of America. Students should know that countries in other regions of the world do not necessarily speak English and that their culture and jobs differ from those in America. Students should understand that culture is comprised of acquired characteristics like language, religion, marriage, holidays, food and the diversity of attributes that a society values.

It is not essential for students to know the specific languages that are spoken in other countries around the world. It is also not essential for students to know examples of specific corporations or businesses in different regions across the country. Students do not need to know the differences in government or economic systems among nations.

Assessment guidelines:

Appropriate assessment requires students to *summarize* ways in which people are both alike and different; therefore, the primary focus of assessment should be to generalize differences and similarities in geography, culture, and jobs of people in different regions of the US and the world. However, appropriate assessments should also require students to *identify* individual differences; *illustrate* differences in culture, language, and jobs using words, pictures, or diagrams; or *classify* groups of people by culture, language, and jobs.